

Pupil Premium Funding Plan including Recovery premium and NTP subsidy

School	Worple Primary				
Academic Year	2021-22	Total Recovery premium	£ 5,365 + 300 for LAC	£145 for each eligible pupil	Payment schedule <ul style="list-style-type: none"> September 2021 December 2021 April 2022 June 2022
		Total pupil Premium Previously looked after	£50,000 £ 4,690	£1345 for each eligible pupil £2345 for each eligible pupil	
		Total PPG	£ 60,000		
		NTP 1:1 tutoring year 5 and 6 T1 and focussed groups there after National tuition Partners	Total cost £ 30,000 £9000	70% of total cost subsidised by Government	

- All funding above is approximate at this stage as awaiting census

Guidance

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery.

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free schools meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years

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- children looked after by local authorities and referred to as looked-after children (LAC)
- post-looked after children (post-LAC) 1%

Context of the school

- 18 % of pupils are eligible for FSM/PP/ Ever 6 (37 pupils)
- 14 % of pupils speak English as an additional language.
- The school has 2 adopted children (previously LAC)
- 15% of pupils receive SEN support (33 pupils)
- Very good attendance on return to school September 2021. (97% remains our ambitious target)
- Attendance has remained very good across school –EWO support is positive and proactive.
- Staggered start for new Reception and Nursery children all full time from Wednesday 22/09/21
- The staff jointly agreed baselines to ensure standardisation and consistency across all year groups and cohorts and completed end of July 2021.
- Ongoing formative assessment in place and staff CPD has been done to ensure consistency
- Robust focus on data interrogation at both SLT and CT level to identify progress and attainment Gaps/ trends and ‘critical groups’
- Pupil Premium/ Recovery Premium and NTP subsidised funding will be targeted to provide support where gaps have been identified and where whole school trends have been identified

Use of Funding

Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the [Education Endowment Foundation’s pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Whole school initiatives following COVID

- Close the Gaps between Boys and Girls Attainment
- Support PP boys across Y1-Y6 to make expected progress
- Close the progress gaps btw PP and Non PP
- Raise attainment in writing

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What are the main approaches we use to ensure our disadvantaged children make progress and achieve?

- Provide professional staff development to enable teachers to support children at all levels to make progress
- Provide targeted support to ensure specific children make progress and close gaps with their peers
- Support children to deal with non-academic barriers to succeed in school, such as attendance, behaviour and social and emotional support

	Provide targeted support to ensure specific children make progress and close gaps with their peers Alongside the school's commitment to quality first teaching, targeted support and interventions are provided to meet individual needs and to respond appropriately where any gaps in learning may be identified. The need for interventions and additional support are identified throughout the academic year as part of pupil progress meetings. The impact of interventions is monitored and where appropriate adaptations to support is made			
Chosen action / approach	What is the evidence and rationale	What does this look like at Worple	Cost	Staff lead
Get Hounslow Reading	Oracy is a significant barrier to progress. Early intervention is key	CPD for teachers around literature and diversity of texts		MW
NELI	The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception Early intervention	From October half term all children in Reception will be assessed and 6 children will be identified for programme Programme run weekly x 3 small groups of 1:5 and follow up sessions 1:1		MF
Let's talk together	Oracy is a significant barrier to progress. Early intervention is key	Ongoing CPD for Assistant SENco Daily input Nursey		KP SM
Phonics Booster sessions	Plays a key role in helping students comprehend text . It helps the student map sounds onto spellings, thus	Year 1 and 2 children identified with GAPs 1:1 2 x weekly sessions with TA to boost and build confidence	SB 2 afternoons a week	SB AL

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	enabling them to decode words. Decoding words aids in the development of word recognition, which in turn increases reading fluency.			
Pathways to progress	Small group targeted intervention to run alongside Pathways to Write	3 x weekly small group sessions before school led by teaching assistants/ support teacher Ongoing CPD for staff delivering intervention	3 hours x 5 TAs weekly	VH/MW
1:1 Maths Tutoring Third Space learning	NTP	1 weekly x 60 pupils All year 5 and 6 children initially focussed with a review termly	Cost of membership for TSL	VH KP MW
1:4 small group maths intervention Third Space learning	Small group intervention Opportunities for Pre teaching and overlearning to support those with Gaps or barriers	3x weekly 1:4 targeted children Led by Class teacher Third space learning intervention materials	As above	VH Class Techers
Boys into reading	Small group intervention for PP boys	Identified PP boys in Years 4 and 5 who are reluctant readers 1:1 and 1:5 Reading weekly with PL Specific material purchased Training for PL	PL 1 hour weekly	MW PL

Provide professional staff development to enable teachers to support children at all levels to make progress

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	In line with the Education Endowment fund we recognise that quality first teaching is key to successful learning. As a school we follow a mastery approach to teaching and incorporate collaborative learning as part of day to day teaching. Children are provided with timely feedback in order to improve a pupils learning.			
Implement Cornerstones	Quality first teaching is key to successful learning	New curriculum provides clear progression of skills and children across all foundation subjects All classes are supported @ least 50% of the day with an additional adult	TA x 3 hours	MW Subject leaders
Embed Pathways to Write	Quality first teaching is key to successful learning	New curriculum provides clear progression of skills and children across all foundation subjects All classes are supported @ least 50% of the day with an additional adult	Cost of resources	MW
Ongoing CPD for staff around teaching approaches	Behaviour for learning is understood	New Behaviour Policy embedded		VH MW
Mastery in Maths level 3		Challenge for all		
Nurture groups	Small group interventions for children with SEMH, social barriers, attendance or behaviour concerns Recommended programs used	Targeted children 1x weekly with TA 1:4	Resources	KP

	<p>Support children and their families to deal with non-academic barriers to succeed in school, such as attendance, behaviour and social and emotional support</p> <p>Improving the quality of children's home lives and family relationships, will increase educational attainment and support good mental health.</p>
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TIS	Children who feel valued and safe will be able to engage in learning	EAA (trusted adult) Sensory Zones timetable in place Breakfast clubs Sensory materials available	Resources and materials	
Attendance	Good attendance linked to success	Relationships with EWO Attendance officer and policy in place		
Pastoral hour/ support	Parents who feel supported will engage	Pastoral lead is available daily to all families		
Early Help	Early intervention can help children and young people to develop the skills they need to live happy, healthy and successful lives. It can improve the quality of children's home lives and family relationships, increase educational attainment and support good mental health.	Pastoral Lead, SENco and Inclusion Lead work alongside families to find the right support		CP KP VH
Play and Engage	Play an Engage is a fun, physical activity club run by sports impact targeted at Nursery and Reception children where both child and parent explore movement and physical activity together	1 x weekly 45 mins for 6 weeks Nursey		EC
ELSA	ELSA stands for Emotional Literacy Support Assistant. ELSA support in schools is a project designed to help	1:1 sessions offered termly for up to 6 children	Mediations and annual membership 5x CP hours	CP

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	<p>schools support the emotional needs of their pupils.</p> <p>ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed</p>			
Breakfast Club	Offered to children who may struggle with attendance, have social care involvement or who may be experiencing anxiety	1:10 Breakfast and Nurture activities offered daily for identified children	Food and resources CP x 2 and ½ hours weekly	CP VH